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ABSTRACT

This book presents a model according to which group facilitation is the use of three forms of power applied to six dimensions of the learning process. Chapter 1 introduces the model of facilitator authority as tutelary, political, and charismatic in relation to both autonomy and holism in learning. In chapter 2, the notion of charismatic authority is defined as a combination of personal presence and power, and a theoretical model of charismatic training for facilitators is presented along with field-tested training exercises. Discussed in chapter 3 are several basic principles of holistic learning and a model for using experiential learning in the mastery of specific subjects/skills. Chapter 4 outlines a systems theory model of the whole person as a nexus of internal and external relations, and chapter 5 illustrates how viewing/practicing management as facilitation of personal development in the workplace results in increased self- and peer determination within work teams. Described in chapter 6 are the stages of the peer review audit as a supervisory method. Chapter 7 continues the theme of self- and peer determination and action inquiry in groups by describing a broad range of peer supervision strategies that are less formalized than the peer review audit. (Contains 80 references.) (MN)

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